

**Lower Township Elementary Schools  
Cape May, NJ**

**Grade Level: Second Grade (2) / Content Area: Reading, Writing, Phonics**

Month	Reading Unit	Writing Unit	Phonics Unit
<b>September/October</b>	<b>Unit 1</b> -Reading Growth Spurt (Spiral 1)	<b>Unit 1</b> -Lessons From the Masters (Spiral 1) Through Nov 10th	<b>Unit 1</b> - Growing Into Second Grade Phonics (Spiral 1)
<b>November</b>	<b>Unit 2</b> -Becoming Experts (Spiral 2)	<b>Unit 2</b> - How-to Guide for Nonfiction Writing (Additional Spiral)	<b>Unit 2</b> - Big Words Take Big Resolve (Spiral 2)
<b>December</b>			
<b>January</b>	<b>Unit 3</b> -Growing Word Solving Muscles (Mini-Unit)	<b>Unit 3</b> - From Scenes to Series (Grade 1 Spiral 4) Through Feb 11	<b>Unit 3</b> - Second Grade Mini-Units in Phonics (Stand Alone Book)
<b>February</b>	<b>Unit 4</b> - Amping Up Reading Power (Spiral 3)		
<b>March</b>			
<b>April</b>	<b>Unit 5</b> - Book Series Clubs (Spiral 4)	<b>Unit 5</b> - Poetry (Spiral 4)	Unit 5- Word Collectors (Spiral 4)
<b>May</b>			

[Reading and Writing Mentor Texts \(Click Here\)](#)

## 2nd Grade Reading Unit 1

### Reading Growth Spurt

This unit is designed as an introduction to second grade reading workshop. Students will learn to take charge of their reading life by participating in their new classroom community, reading independently, and working with partners. In Bend 1 students will begin to develop routines for selecting and recording book information. They will analyze habits of good readers and begin to demonstrate those same habits which include reading independently. Bend II will focus on solving tricky words. Bend III focuses on paying attention to the author's craft.

Reading	
<p><b>Big Ideas Course Objectives</b></p> <ul style="list-style-type: none"> <li>● Establish routines, procedures, and expectations for reading time in second grade</li> <li>● Identify strategies for staying focused and building stamina</li> <li>● Identify ways to read and talk about books with partners</li> <li>● Retelling and monitoring for sense</li> </ul>	
Essential Questions	Enduring Understanding
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>● How do readers make decisions based on habits, volume, and stamina?</li> <li>● What do readers think about before, during, and after reading?</li> <li>● What can partners talk about to grow ideas about their reading?</li> <li>● How do readers become independent problem solvers?</li> <li>● How can I get ready to share books I'm reading with my partner, retelling the important parts or parts that stood out to me and talking about what I've learned?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Readers decide how they want their reading life to go.</li> <li>● Readers are always thinking- before, during, and after the book.</li> <li>● Readers prepare and plan for partner reading time.</li> <li>● There are many ways that readers can help themselves while reading.</li> <li>● One of the most important ways to understand what we read is to successfully retell books to our partners.</li> </ul>

## 2nd Grade Writing Unit 1

### *Lessons From the Masters: Improving Narrative Writing*

This unit is designed as an introduction to second grade writing workshop. Students will learn procedures for participating in their new classroom community, writing independently, and working with partners. Students will become familiar with the routines and expectations of each classroom as well as engage in writing to build stamina and independence. Students will demonstrate their writing stamina and proficiency through their narrative writing. Students will continue with their small moment stories by brainstorming topics choices, planning/rehearsing their stories, sketching, and writing with an emphasis on editing and revising too.

Second graders will continue the repertoire work that they began in September with Small Moment writing but now carry this work forward by studying the craft of an author(s) and incorporate these craft moves into their own writing, using them to craft stories that readers are eager to read. Their stories should recount a well-elaborated event, including details, thoughts, actions, feelings, and providing a sense of closure. To do this work, students will look closely at the work of one published writer(s) and learn to let that writer function as a mentor noticing the author's craftsmanship, thinking, "Perhaps I could try this in my piece."

### Writing

#### **Big Ideas Course Objectives**

- Establish routines and expectations
- Build their writing stamina and proficiency
- Develop small moment narratives and strengthen narrative writing by building upon their repertoire of strategies
- Students notice craftsmanship of one author and then apply that craft to their own work
- Students produce a well developed piece of writing to develop high-level skills in narrative writing

#### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- What is Writer's Workshop?
- What are habits that good writers use when writing personal narratives?
- What are the routines, procedures, and expectations of writing workshop and working with our partnerships?
- How do writers rehearse and draft lots of stories under the influence of one mentor author?
- How do writers take the strategies of one mentor author and try their craft in their own writing?
- What are some powerful revision techniques writers use to revise?

#### **Enduring Understanding**

*What will students understand about the big ideas?*

- Students will understand that...
- Writers have routines and procedures to follow in a workshop setting and with their writing partnerships
  - Writers think about a topic, rehearse it, sketch their ideas and then write as a strategy for their narrative writing.
  - Writers need to edit their writing for capitalization, punctuation, and spelling.
  - Writers have various planning strategies for drafting our small moment writing.
  - Writers have various ways we let our mentor author influence our own work to make our stories better.
  - Writers have various revision strategies they can apply from other writing teachers in class.

## 2nd Grade Reading Unit 2

### ***Underlining*** Becoming Experts: Reading Nonfiction

This unit has three bends that focus on nonfiction reading. Students will tackle the wide range of nonfiction books on different topics. Bend I focuses students' attention on growing knowledge as they pay attention to details, put parts of the text together, and question texts. Bend II tackles both tricky word work and vocabulary development students need to navigate nonfiction reading. Bend III sets readers up to grow knowledge across texts as they read topic sets of texts, comparing, contrasting, and connecting information across texts and text sets. They are also required to focus on vocabulary work that accompanies nonfiction reading. Another big emphasis for second grade readers is partnerships. Partnerships will teach each other about these expert topics--to show off what they know.

Reading	
<p><b>Big Ideas Course Objectives</b></p> <ul style="list-style-type: none"> <li>● Getting their minds ready to read nonfiction texts</li> <li>● Strategies for reading to learn</li> <li>● Read books across a topic</li> <li>● Strategies for accumulating information</li> <li>● Strategies for dealing with nonfiction difficulty</li> <li>● Strategies for solving tricky word and vocabulary development</li> </ul>	
Essential Questions	Enduring Understanding
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>● How do nonfiction readers read to become smarter about our world?</li> <li>● How do nonfiction readers accumulate information by seeing more than just the text on the page?</li> <li>● How do nonfiction readers tackle tricky words in their books?</li> <li>● How do nonfiction readers read more than one book about a topic to compare and contrast?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● There are many ways readers read nonfiction to become smarter about our world.</li> <li>● Readers do not just use text only to accumulate information, but they use pictures, ask questions, talk to their partners and use post-its.</li> <li>● Readers use all their strategies for tricky words for fiction reading during their nonfiction reading; including figuring it out with our partner.</li> <li>● There are ways readers read books across a topic to understand their subject or compare and contrast.</li> </ul>

## 2nd Grade Writing Unit 2

### ***The How-To Guide for Nonfiction Writing***

This unit was designed to teach a more straightforward information unit first, turning to Lab Reports and Science books later in the year. In Bend I, students will write lots of books. Students will use all they know to write many books, spending only a day or two on each book before moving on to a new one. Students will choose expert topics.. Writers will study other nonfiction authors, noticing the interesting and cool things they do to teach in their books, and trying those moves in their own writing. Once students have written a few books, they will set goals using the information checklist. As Bend I comes to a close, writers will edit and create an “about the author” page.

In Bend II students will focus on writing for an audience. Second grade writers will not only choose topics, but choose an audience. Writers will ask, “What information does my audience want to know?” They will work alongside you to write a more developed demonstration text, which you’ll angle to a specific audience. Students will participate in an inquiry of different leads and peers will provide each other feedback. During this bend, writers will focus on revision, setting goals, and attending to spelling. To celebrate the end of bend one, students will become book fairies! Writers will fancy up their books to publish, wrap one, and gift it to their intended audience.

In Bend III, writers will explore all kinds of nonfiction texts. You will invite students to consider information in a new way: a question-and-answer book, a story that teaches, or a how-to book. Students will study mentors of these kinds of books, focusing on the structure. Writers will continue to provide each other feedback and use tools from the unit to help them prepare their books for publishing. The unit will end with a learning expo.

### Writing

#### **Big Ideas Course Objectives**

- Write informational books with stamina, volume and independence
- Write for an audience
- Write with elaboration and can study a mentor text to make information books longer and more interesting
- Write different kinds of nonfiction text
- Writers need to edit, fancy up, and publish their writing so that it teaches in clear and exciting ways

#### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How can I use what I already know about organization, details, and editing to write information books?
- How can I learn from a mentor author to make my information books longer and more interesting?
- How can I write for a specific audience?
- How can I write different kinds of nonfiction text?
- How can I use and improve my editing skills to get my work ready for our celebration?

#### **Enduring Understanding**

*What will students understand about the big ideas?*

Students will understand that...

- Information writers write with stamina, volume and independence
- Information writers write with elaboration and can study a mentor text to make information books longer and more interesting
- Information writers write one book and then develop a new book for a specific audience
- Information writers will write one book and then write it in a new way
- Information writers need to edit, fancy up, and publish their writing so that it teaches in clear and exciting ways.

## 2nd Grade Reading Unit 3

### Growing Word Solving Muscles

This mini-unit is to provide time and space to help readers continue working on word solving in whole class, small group, and one to one work in the classroom. This unit aims to work on supporting readers to monitor for accuracy, notice trouble and draw on known word-solving strategies to fix up their reading, especially multisyllabic words; The second main goal of this unit aims to help students become more flexible, efficient readers, building a repertoire of strategies for solving hard words and working on their fluency.

### Reading

#### **Big Ideas** *Course Objectives*

- Monitoring for accuracy
- Word solving strategies

#### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How can I be the kind of reader who remembers to check my reading, stop when there is trouble, and fix it up, using everything I know to solve words?

#### **Enduring Understanding**

*What will students understand about the big ideas?*

Students will understand that...

- Readers to monitor for accuracy, notice trouble and draw on known word-solving strategies to fix up their reading, especially multisyllabic words;
- They can become more flexible, efficient readers, building a repertoire of strategies for solving hard words and working on their fluency.

## 2nd Grade Writing Unit 3

### From Scenes to Series

In this unit, you'll lead your students into series writing. In the first two bends of the unit, you will lead your students, somewhat step by step, through the process of creating a pretend character, giving that character adventures in more than one booklet, elaborating and revising across books and, finally, creating a "boxed set" of their stories. Along the way, of course, you'll be reminding your students what they know from their Small Moments writing, and extend those skills. Then, you'll invite students to use what they know to do it again with more independence and agency as they create a second "famous series."

### Writing

#### **Big Ideas** *Course Objectives*

- Drafting with volume and stamina helps improve our narrative writing
- Fiction stories are well-elaborated, with an abundance of details
- Fiction authors revise extensively, reviewing their writing numerous times to make improvements

#### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How do writers decide on a topic?
- Why is revision important?
- How do authors decide on a planning method?

#### **Enduring Understanding**

*What will students understand about the big ideas?*

- Students will understand that...
- Writers draw on personal experiences to write fiction stories.
  - Writers lift the quality of their writing by stretching out problems and imagining creative solutions to story ideas.

## 2nd Grade Reading Unit 4

### **Bigger Books Mean Amping Up Reading Power**

This unit has four parts and its focus is to study foundational reading skills. Bend I focuses on reading with fluency. Students will revisit what it looks and sounds like to read books with a smooth, expressive voice. Bend II immerses students in texts with rich language, exploring figurative language. Students learn to read closely and to monitor for sense. Bend III emphasizes strategies readers use when they read longer books. Students are reminded to slow down, reread, and jot ideas on post-its. In Bend IV, students work together in clubs to make and reach goals. Students take on the role of a researcher. To celebrate this unit, students will teach others about reading. They will share their research on an area of reading they focused on: Fluency Club, Literary Language Club, and Keeping Track of Longer Book Club.

Reading	
<p><b>Big Ideas Course Objectives</b></p> <ul style="list-style-type: none"> <li>● Reading with Voice and Meaning</li> <li>● Tackling New Vocabulary and Tricky Words with Greater Resolve</li> <li>● Understanding the Many Reasons to Reread and Giving These a Go!</li> <li>● Forming Goal Clubs to Make Reading Shine</li> </ul>	
Essential Questions	Enduring Understanding
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>● How can I use my voice to read fiction books in ways that help me get the most out of them—and so that they sound the way an author intended them to be read?</li> <li>● How do I tackle any new and tricky vocabulary as I read, using clues like other words and what’s happening in the text to make sense of these?</li> <li>● How do I understand all the many reasons to reread so that I can get the most out of my books a second, third, and even fourth time reading them?</li> <li>● Once I’ve figured out what I need to focus on most to make my reading stronger, how can I work with other kids who have the same goal in a (fluency/vocabulary/or rereading) club to tackle that goal?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Readers read with voice and meaning</li> <li>● Readers tackle new vocabulary and tricky words with greater effort and skill</li> <li>● Readers understand the effectiveness to reread their text</li> <li>● Readers can form clubs to reflect on what we learned and make our reading shine</li> </ul>



## 2nd Grade Writing Unit 4

### Writing About Reading

During this unit of study, Writing About Reading, you will help your children learn to write about beloved books in ways that persuade others to love them as much as they do. You'll help your second-graders form opinions about the books they read, thinking deeply about characters within and across series.

Students will begin this unit writing letters—work that will be familiar to those who participated in the kindergarten opinion writing unit on persuasive letters. In Bend I, students will not only develop opinions about their reading, but learn to state opinions clearly, retell their stories so that their opinions make sense to readers, and revise their letters before sending them out into the world. In Bend II, students will focus on raising the level of their letter writing. In the final bend, students will shift gears, moving away from persuasive letters into more of an essay format as they write to persuade others that their favorite books are worthy of awards. Now, they will lift the level of this writing as they learn to incorporate quotations to supply further text evidence, make comparisons between books and across collections of books, all in the service of teaching and persuading others.

Your writing center will need to change to provide support for this unit. You'll find ample paper choices available in the Heinemann resources. We have found these various kinds of paper particularly successful for each part of the unit (moving children from single sheets of paper to “letter booklets” and finally to nomination paper [denoted with a special award emblem]).

### Writing

#### **Big Ideas Course Objectives**

- Develop opinions about their reading—learn to state opinions clearly, retell their stories so that their opinions make sense to readers
- Raise the level of their letter writing, close reading as a way to spark new ideas and to push themselves to deepen their thinking using their post-it notes to elaborate their pieces
- Construct persuasive essays, incorporating quotations for further text evidence, make comparisons between books across collections of books, and adding introductions and conclusions.

#### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How can I use what I already know about organization, details, and editing to write information books?
- How can I learn from a mentor author to make my information books longer and more interesting?
- How can I write for a specific audience?
- How can I write different kinds of nonfiction text?
- How can I use and improve my editing skills to get my work ready for our celebration?

#### **Enduring Understanding**

*What will students understand about the big ideas?*

Students will understand that...

- Information writers write with stamina, volume and independence
- Information writers write with elaboration and can study a mentor text to make information books longer and more interesting
- Information writers write one book and then develop a new book for a specific audience
- Information writers will write one book and then write it in a new way
- Information writers need to edit, fancy up, and publish their writing so that it teachers in clear and exciting ways.

## 2nd Grade Reading Unit 5

### Series Book Clubs

This unit focuses on familiar series books, supporting partner work and book clubs. In Bend I, the students will begin reading a series with their partners, collecting information about the main characters of their books. In Bend II, students will reread books and engage in inquiry, thinking about the craft the writer uses. In the final bend, students will begin to invent ways to share their books with others. They will learn ways to debate inside their clubs, as another way to share and talk about books.

### Reading

#### **Big Ideas** *Course Objectives*

- Thinking across books in a series- noticing patterns, and predicting what will happen
- Readers grow ideas by looking across all series read by comparing and contrasting to push our thinking
- Reading series books or just one book can lead us to wonder about a topic
- Our reading club partners help push our thinking, especially with the characters in our books

#### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How do readers figure out how a series goes, noticing patterns and predicting what will happen?
- How do readers grow smart ideas across different series?
- What do readers need to pay attention to so they are not surprised throughout their series book?
- How do readers share opinions with the world about books they love?

#### **Enduring Understanding**

*What will students understand about the big ideas?*

Students will understand that...

- There are many things to notice while reading our series books and they are often marked with a post-it.
- Readers talk and share ideas in their clubs about their series books to push their thinking.
- Readers wonder about new topics while reading series books and use many ways to research or find information out about that topic.
- Readers can be surprised now and then on how their story ends or the character's behavior as they are not always predictable.

## 2nd Grade Writing Unit 5

### ***Poetry: Big Thoughts in Small Packages***

In this unit, students will find the significance in the ordinary details of their lives, employ strategies of revision, and learn from mentor authors. This unit will give students the opportunity to use language in extraordinary ways. Students will experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feeling. By the end of this unit, students will be able to create clear images with precise and extravagant language. One exciting way to launch this unit is to create poetry centers for students. Centers could include a “Five Senses Center” where students practice using descriptive language; a “Metaphor Center” where students compare objects by using phrases including “like a ...” or “reminds me of...” or “as a...”; a “Singing Voices Center” where children sing songs and write new ones. You could include centers where students make shape poems, cut up poems to play with line breaks, or read poems with feeling, drama, and rhythm.

### Writing

#### **Big Ideas Course Objectives**

- Poets study the work of other poets to improve their own writing.
- Poets use precise and powerful language to convey feelings.
- Poets make deliberate decisions about structure to convey emotional tone.

#### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How do poets find inspiration for their writing?
- How do poets use precise language to express their feelings?
- How do poets create a musical quality in the tone of their poetry?

#### **Enduring Understanding**

*What will students understand about the big ideas?*

Students will understand that...

- As poets craft their poems, they make deliberate and careful decisions about what to include and how to structure their writing, depending on their intended tone.
- Poets use poetic language, such as metaphors and comparisons.
- As poets revise, they ask, “What can I add or take out of my poem to make it sound the way I want?”